



## Study Guide

### MPH-522: Health Policy, Management and Leadership

<b>Institution</b>	University of Nicosia		
<b>Programme of Study</b>	Master of Public Health		
<b>Module</b>	MPH-522: Health Policy, Management and Leadership		
<b>Level</b>	Undergraduate <input type="checkbox"/>	Postgraduate (Master) <input checked="" type="checkbox"/>	
<b>Language of Instruction</b>	English		
<b>Mode of Delivery?</b>	Distance Learning <input checked="" type="checkbox"/>	Conventional <input type="checkbox"/>	
<b>Type of Course</b>	Required <input type="checkbox"/>	Elective <input checked="" type="checkbox"/>	
<b>Number of Group Advising Meetings/Teleconferences/Lectures</b>	Total:  29	With Physical Presence  0	On-line:  29
<b>Assessment</b>	<ul style="list-style-type: none"><li>• Participation</li><li>• Assignments</li><li>• Exams</li></ul>		
<b>Number of ECTS credits</b>	10		

Preparation of Study Guide by:

Review and approval of study Guide by:

<b>i. Teaching Faculty</b>
Dr Christos Varounis, Dr Neophytos Stylianou, Prof Alexia Papageorgiou, Dr Anne Merewood, Dr Elena Critselis
<b>ii. Course:</b>
<p><b>Brief description of Course and Aims</b></p> <p>This course aims to analyse the methods involved in the development, communication, implementation, and evaluation of health policies, as well as the main principles, theories, models and skills for effective management and leadership relevant to Public Health and Health Care. The main learning objectives of the course are to enable students to:</p> <ol style="list-style-type: none"> <li>1. Apply processes and methods involved in the development, communication, implementation, and evaluation of health policies and evaluate the major policies relevant to global public health.</li> <li>2. Analyse how the lack of resources during periods of economic crisis, recession, and austerity may affect population health and influence the prioritization and strategic planning as regards public health policies.</li> <li>3. Apply the main principles, theories, models and skills for effective management and leadership relevant to Public Health and Health Care.</li> </ol> <p><b>Expected Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Analyse and apply concepts and subjects of health economics, health policy, strategy, as well as health management and leadership to improve population health.</li> <li>• Justify why the health care market is different from the market or other goods.</li> <li>• Illustrate and apply the different approaches and methods of health policy implementation, and explain the relationship between the key actors.</li> <li>• Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.</li> <li>• Advocate for political, social or economic policies and programs that will improve health in diverse populations.</li> <li>• Critically appraise the different ideologies behind different health and social care systems in the developed and developing world.</li> <li>• Relate and contrast the elements of quality in health care services and the use of available quality indicators.</li> <li>• Apply the Delphi technique for developing healthcare quality indicators.</li> <li>• Perform and critically evaluate a clinical audit and apply the principles of clinical governance.</li> <li>• Apply the case-mix adjustment methodology to make comparisons of clinical performance between different hospitals</li> <li>• Apply the methodology for determining health service needs, including participatory needs assessment, and perform prioritization in the context of justice and equity in health care provision.</li> <li>• Justify the role of health for the success of a country.</li> <li>• Apply the relationship of macroeconomics and health: The production function of health (relationship between health and economic outcomes (GDP)).</li> <li>• Critically analyse how the lack of resources in periods of economic crisis, recession, and austerity (particularly in developed societies may affect population health and influence the prioritization and strategic planning as regards public health policies.</li> <li>• Critically evaluate the application of the main principles, theories, and models of effective management and leadership to Public Health and implementation of health policy.</li> </ul>

- Critically evaluate the application of the main principles of delegation, negotiation, influencing, power, authority, role, and conflict in a health management context.
- Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
- Critically evaluate the application of theories and methods of effective written and oral communication in a health management context.
- Demonstrate effective personal management skills (e.g. time management, coping with acute stress, managing meetings).
- Demonstrate effective leadership skills {e.g. teamwork (e.g. flexibility), advance communication skills (e.g. dealing with conflict), integrity, and managing change (e.g. planning)}.
- Apply concepts and subjects such as Healthcare Operations Management, Quality Improvement and Performance measurement in the context of Public Health.
- Evaluate different operations management initiatives (i.e. Lean, Six Sigma) used in health organisations to improve their services, and analyse the challenges of healthcare organisations in managing their processes and implementing quality improvement initiatives.
- Analyse the main principles of behavioural change in individuals, groups, and organizations and critically evaluate frameworks of change management.
- Effectively manage health promotion, health protection and health care programmes, at all levels of prevention.
- Demonstrate the ability of applying management and leadership skills for effectively managing healthcare systems and for the organization of effective provision of health services in the population.

#### **Teaching Material**

- Weekly PowerPoint presentations
- Bibliography
  - Required
    1. Orme J, Powell J, Taylor P, Grey M, Public Health for the 21st Century, New Perspectives in Policy Participation and Practice (2nd ed.), Open University Press/McGraw Hill (2007).
    2. Buchbinder SB, Shanks NH, Introduction to Health Care Management (3rd ed.), Jones & Bartlett Learning (2016).
    3. Rao PK, Government Austerity and Socioeconomic Sustainability(eBook), Springer (2015).
  - Recommended
    1. Mastering Public Health: A Postgraduate Guide to Examinations and Revalidation, (2nd ed.), Lewis G, Sheringham J, Bernal JL, Crayford T, CRC Press (2014).
    2. Essentials Of Public Health Management (3rd ed.), Fallon FL Jr, Zgodzinski E, Jones & Bartlett Learning (2011).
    3. Managing Health Services Organizations and Systems (5th ed.), Longest B Jr, Darr K, Health Professions Press (2008).
    4. Transforming Health Care Leadership: A Systems Guide to Improve Patient Care, Decrease Costs, and Improve Population Health, Michael Maccoby, Clifford L, Norman, C, Jane Norman, Richard Margolies Jossey-Bass (2013).
    5. International Public Health: Diseases, Programs, Systems and Policies, Merson MH, Black RE, Mills A, Jones & Bartlett Learning (2006).

<b>ECTS Credits</b>				
Compulsory module corresponding to 10 ECTS.				
<b>iii. Each Main Topic/Thematic Area:</b>				
The details for each topic are provided in the respective week that follows in the given study guide.				
<b>iv. Teaching Timetable</b>				
<b>Week</b>	<b>Topic &amp; objective</b>	<b>Readings</b>	<b>Study Hours required</b>	<b>Assessed work &amp; WebEx meetings</b>
1	<ul style="list-style-type: none"> <li>Analyse and apply concepts and subjects of health economics, health policy, strategy, as well as health management and leadership to improve population health.</li> <li>Justify why the health care market is different from the market or other goods.</li> </ul>	<ul style="list-style-type: none"> <li>Welcome video by Course Lead (introduction to the Course, outline of course objectives, introduction to the course lecturers)</li> <li>PPT presentation (Introduction to health policy and strategic planning)</li> </ul>	15 hours	<ul style="list-style-type: none"> <li>Discussion Forum (Definition of a health policy in the student's country, importance, key actors and context)</li> </ul>
2	<ul style="list-style-type: none"> <li>Illustrate and apply the different approaches and methods of health policy implementation, and explain the relationship between the key actors.</li> <li>Discuss multiple dimensions of</li> </ul>	<ul style="list-style-type: none"> <li>PPT Presentation (Implementing, Evaluating and communicating health policies)</li> </ul>	15 hours	<ul style="list-style-type: none"> <li>Discussion Forum (health policy in the student's country, axes and indicators, role of ethics, evidence-based public health)</li> <li><b>Mandatory assignment:</b> Produce a strategy implementation plan that</li> </ul>

	<p>the policy-making process, including the roles of ethics and evidence</p> <ul style="list-style-type: none"> <li>• Advocate for political, social or economic policies and programs that will improve health in diverse populations</li> </ul>			<p>advocates for a political, social or economic cause, improving health in an underserved population</p>	
3	<ul style="list-style-type: none"> <li>• Critically appraise the different ideologies behind different health and social care systems in the developed and developing world.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT Presentation (Introduction to health policy and healthcare provision)</li> </ul>	15 hours	<ul style="list-style-type: none"> <li>• Q&amp;A Forum (answering questions about health systems types) <b>Mandatory Activity</b></li> </ul>	
4	<ul style="list-style-type: none"> <li>• Relate and contrast the elements of quality in health care services and the use of available quality indicators.</li> <li>• Apply the Delphi technique for developing healthcare quality indicators.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT Presentation (Healthcare quality indicators)</li> </ul>	15 hours	<ul style="list-style-type: none"> <li>• Discussion Forum on healthcare quality indicators</li> </ul>	

5	<ul style="list-style-type: none"> <li>Perform and critically evaluate a clinical audit and apply the principles of clinical governance.</li> </ul>	<ul style="list-style-type: none"> <li>PPT Presentation (Clinical Audit and Clinical Governance)</li> </ul>	15 hours	<ul style="list-style-type: none"> <li>Discussion Forum (clinical audit and governance and apply case-mix adjustment methodology)</li> </ul>	
6	<ul style="list-style-type: none"> <li>Apply the methodology for determining health service needs, including participatory needs assessment, and perform prioritization in the context of justice and equity in health care provision.</li> </ul>	<ul style="list-style-type: none"> <li>PPT Presentation (Health need assessment and health policy priorities)</li> </ul>	15 hours	<ul style="list-style-type: none"> <li>Discussion forum (Choose a list of health need and prioritize it in your country)</li> </ul>	
7	<ul style="list-style-type: none"> <li>Justify the role of health for the success of a country.</li> <li>Apply the relationship of macroeconomics and health: The production function of health (relationship between health and economic outcomes (GDP).</li> <li>Critically analyse how the lack of</li> </ul>		15 hours & 10 hours Assignment Preparation	<p>Webinar on Public Health policy during periods of crises and austerity</p> <p><b>Mandatory activity</b></p>	

	resources in periods of economic crisis, recession, and austerity (particularly in developed societies may affect population health and influence the prioritization and strategic planning as regards public health policies.				
8	<ul style="list-style-type: none"> <li>• Critically evaluate the application of the main principles, theories, and models of effective management and leadership to Public Health and implementation of health policy.</li> <li>• Critically evaluate the application of the main principles of delegation, negotiation, influencing, power, authority, role,</li> </ul>	<ul style="list-style-type: none"> <li>• PPT Presentation (Principles of health management and leadership)</li> </ul>	15 hours	<ul style="list-style-type: none"> <li>• Discussion forum (Define whether the principles of health management are applied in your country and leadership importance)</li> <li>• Webinar based on 3 scenarios: leadership, management/governance, and negotiation/mediation skills.</li> </ul>	

	<p>and conflict in a health management context.</p> <ul style="list-style-type: none"> <li>• Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.</li> <li>• Critically evaluate the application of theories and methods of effective written and oral communication in a health management context.</li> </ul>				
9	<ul style="list-style-type: none"> <li>• Demonstrate effective personal management skills (e.g. time management, coping with acute stress, managing meetings).</li> <li>• Demonstrate effective leadership skills {e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT Presentation (Developing effective personal management skills)</li> <li>• PPT Presentation (Develop effective leadership skills)</li> </ul>	15 hours & 10 hours Assignment Preparation	<ul style="list-style-type: none"> <li>• Webinar Session (Healthcare Operation Management and quality improvement) <b>Mandatory Activity</b></li> </ul>	

	teamwork (e.g. flexibility), advance communication skills (e.g. dealing with conflict), integrity, and managing change (e.g. planning)}.				
10	<ul style="list-style-type: none"> <li>• Apply concepts and subjects such as Healthcare Operations Management, Quality Improvement and Performance measurement in the context of Public Health.</li> <li>• Evaluate different operations management initiatives (i.e. Lean, Six Sigma) used in health organisations to improve their services, and analyse the challenges of healthcare organisations in managing their processes and</li> </ul>		15 hours	<ul style="list-style-type: none"> <li>• Discussion Forum on healthcare operation management weaknesses and strengths in the students' country</li> <li>• Webinar Session: Operation management and quality improvement</li> </ul> <p><b>Mandatory activity</b></p>	

	implementing quality improvement initiatives.				
11	<ul style="list-style-type: none"> <li>Analyse the main principles of behavioural change in individuals, groups, and organizations and critically evaluate frameworks of change management.</li> </ul>	<ul style="list-style-type: none"> <li>PPT Presentation (Change Management)</li> </ul>	15 hours	<ul style="list-style-type: none"> <li>Q&amp;A Forum</li> <li>Online Chat</li> </ul>	

12	<ul style="list-style-type: none"> <li>Effectively manage health promotion, health protection and health care programmes, at all levels of prevention.</li> </ul>	<ul style="list-style-type: none"> <li>PPT Presentation (How to effectively manage disease prevention programmes: primary and secondary prevention, health promotion and protection)</li> </ul>	15 hours	<ul style="list-style-type: none"> <li>Discussion Forum (Give examples of primary and secondary prevention programs in your country)</li> </ul>	
13	<ul style="list-style-type: none"> <li>Demonstrate the ability of applying management and leadership skills for effectively managing healthcare systems and for the organization of effective provision of health services in the population.</li> </ul>	<ul style="list-style-type: none"> <li>PPT Presentation (Leadership for healthcare professionals)</li> </ul>	15 hours	<ul style="list-style-type: none"> <li>Webinar Session on leadership for healthcare professionals <b>Mandatory Activity</b></li> </ul>	
14	<ul style="list-style-type: none"> <li>n/a (student revision for exams)</li> </ul>	<ul style="list-style-type: none"> <li>n/a</li> </ul>	30 hours	<ul style="list-style-type: none"> <li>n/a</li> </ul>	

**v. Teaching methods**

Teaching material including PowerPoint presentations with extended descriptions and explanations, asynchronous video presentations, additional readings (journal articles and e-books), access to additional videos and commercials related to the module, synchronous meetings (WebEx), forums, chats, quizzes, case studies and other formative and summative assessments.

**vi. Written work – Exams – Assessment**

This course is assessed via a combination of summative assignments and exams.

**Written Exams****Final Exam:**

Students are expected to undertake a written final examination. This final examinations will be completed online using electronic invigilation software.

**vii. Communication**

The following opportunities for communication are provided to students in an attempt to enhance interaction between i. Student and faculty, ii. Student and student iii. Student and content:

- Webinars
- Q&A discussion forums and chats
- Wikis
- Email
- Skype

DEPARTMENT OF PRIMARY CARE AND  
POPULATION HEALTH

MASTER OF PUBLIC HEALTH (MPH)

**Study Guide**

**MPH-522: Health Policy, Management and  
Leadership**

Course Lead:

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Course Contributors:

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Prof Alexia Papageorgiou

Dr Anne Merewood

Dr Elena Critselis

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## Introductory note

This Study Guide is a basic supplement for the distance learning course MPH-522 'Health Policy, Management and Leadership', which is offered by the distance learning Master of Public Health (MPH) programme. The broad objective of the course is to analyse the methods involved in the development, communication, implementation, and evaluation of health policies, as well as the main principles, theories, models and skills for effective management and leadership relevant to Public Health and Health Care.

The aim of this Guide is to direct the students and help them into making systematic use of the educational material on which the teaching of the course is based. The Guide must be used in common with the Course Outline and with the educational material (recorded lectures, online tutorials, exercises, articles, and book chapters), as indicated for each section in the interactive e-Learning Platform of the course (Moodle). Students are advised to start their studying by the recorded course lecture for each topic, in order to take full benefit of the additional activities as listed in the current Guide and described in detail on the Moodle page of the course.

The current course includes **13 sections**. The course material will be made available on Moodle over a duration of **14 weeks**, including **1 study week** at the end of the semester. Each of these sections represents a core course topic and is composed of the following components:

- Learning Objectives and Outcomes
- Teaching Material
- Additional learning activities to complete
- Additional Support Material
- Key words

At the beginning of each study week, students are expected to familiarise themselves with the corresponding sections' objectives and learning outcomes, while they should go through the **teaching material** (recorded lectures) and conduct the **additional**

**learning activities.** Learning activities will have a designated start and end date and time, which will be communicated to students via email. Some activities will be synchronous (e.g. webinars, online chats), while others will be asynchronous (e.g. Q&A Fora). The former will involve direct live interaction (either chat or verbal/video) between students and tutor, as well as between students themselves (student-tutor, student-student interactions), while in the latter the aforementioned interactions will not be live. More details on learning activities are provided on Moodle (orientation week). Going through the teaching material and conducting the learning activities is essential, since it will help in clarifying and assimilating the material of the course as well as developing critical thinking on each topic.

In addition to the essential components described above, each section contains **additional support material**, comprising relevant bibliography (relevant textbooks and designated chapters), as well as relevant online resources (websites and other documents such as scientific articles) and online videos to watch. Additional support material found on Moodle is recommended for acquiring more in-depth knowledge of the relevant concepts, however these are not essential for addressing the section Learning Outcomes, nor for the relevant assessment. Students are strongly encouraged to go through these additional resources, as part of self-directed learning, which will facilitate deeper understanding and critical thinking on the topic of interest. The relevant online resources and videos could be updated and/or enriched during the semester.

All relevant resources and activities can be found on the Moodle page of the specific course. It is essential that you follow the specific Study Guide in combination with the course's Moodle page throughout the duration of the course, in order to organise your learning time efficiently and take full advantage of the learning material offered.

You will have the opportunity to revise the course material at the end of the Semester, during the examination period.

## Course Weekly Schedule

<b>Week 1</b>	
Section 1	Introduction to health policy and strategic planning
<b>Week 2</b>	
Section 2	Implementing, Evaluating and communicating health policies
<b>Week 3</b>	
Section 3	Introduction to health policy and healthcare provision
<b>Week 4</b>	
Section 4	Healthcare quality indicators
<b>Week 5</b>	
Section 5	Clinical audit and Clinical Governance
<b>Week 6</b>	
Section 6	Health needs assessment and health policy priorities
<b>Week 7</b>	
Section 7	Public Health Policy during periods of economic crisis and austerity
<b>Week 8</b>	
Section 8	Principles of health management and leadership
<b>Week 9</b>	
Section 9	Developing personal management and leadership skills
<b>Week 10</b>	
Section 10	Healthcare Quality Improvement and Operations Management
<b>Week 11</b>	
Section 11	Change Management
<b>Week 12</b>	
Section 12	How to effectively manage disease prevention programmes: primary and secondary prevention, health promotion and protection
<b>Week 13</b>	
Section 13	How to effectively manage Healthcare systems and services
<b>Week 14</b>	
Study Week	

## **Section 1 – Introduction to health policy and strategic planning**

### **Learning Objectives and Outcomes**

#### **Objectives**

The specific section aims to introduce and analyse the concepts of health policy, strategy, as well as health management and leadership, and critically evaluate the links between these.

#### **Expected learning outcomes**

After the completion of this section, the students are expected to:

1. Analyse and apply concepts and subjects of health economics, health policy, strategy, as well as health management and leadership to improve population health.
2. Justify why the health care market is different from the market or other goods.

### **Teaching Material**

#### **Recorded Lectures**

- Welcome video by Course Lead (introduction to the Course, outline of course objectives, introduction to the course lecturers)
- Recorded PowerPoint presentation (Introduction to health policy and strategic planning)

#### **Additional learning activities to complete**

- **Discussion Forum (Mandatory Activity):** Definition of a health policy in the student's country, importance, key actors and context

### **Additional Support Material**

#### **Bibliography**

- Orme J, Powell J, Taylor P, Grey M.; Public Health for the 21st Century, New Perspectives in Policy Participation and Practice (2nd ed.) Open University Press/McGraw Hill (2007) Chapters 7, 8, 9, 12, 16.

### **Websites and Other relevant resources**

- Ferraz, M.B., 1995. The importance of health economics in a world of proportionally increasing scarce resources. Sao Paulo Medical Journal, 113(2), pp.54-54.
- WHO - Health Policy ([http://www.who.int/topics/health\\_policy/en/](http://www.who.int/topics/health_policy/en/))
- CDC - Health Policy at CDC (<https://www.cdc.gov/policy/>)
- CDC - CDC Health Policy Series (<https://www.cdc.gov/policy/hst/healthpolicy/>)
- WHO - Strategic vision (<http://www.who.int/nationalpolicies/vision/en/>)
- HealthKnowledge - Strategy communication and strategy implementation in relation to health care (<https://www.healthknowledge.org.uk/public-health-textbook/organisation-management/5d-theory-process-strategy-development/historical-development-personal-hsph>)
- OECD - Promoting Health, Preventing Disease: The economic case (<https://www.oecd-ilibrary.org/docserver/9780335262274-en.pdf?expires=1528296549&id=id&accname=guest&checksum=09BB8B4FACBB4CBC038A7B43801B5222>)

**Expected study time:** 13 hours

### **Key words**

Health, Healthcare, Healthcare management and leadership

## **Section 2 – Implementing, Evaluating and communicating health policies**

### **Learning Objectives and Outcomes**

#### **Objectives**

The specific section aims to cover and explain in detail the processes and methods involved implementation and evaluation of health policies and the associated challenges around it.

#### **Expected learning outcomes**

After the completion of this section, the students are expected to:

3. Illustrate and apply the different approaches and methods of health policy implementation, and explain the relationship between the key actors.
4. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
5. Advocate for political, social or economic policies and programs that will improve health in diverse populations

#### **Teaching Material**

##### **Recorded Lectures**

- Recorded PowerPoint Presentation (Implementing, Evaluating and communicating health policies)

#### **Additional learning activities to complete**

**Discussion forum - Mandatory assignment:** Produce a strategy implementation plan that advocates for a political, social or economic cause, improving health in an underserved population

#### **Additional Support Material**

##### **Bibliography**

- Orme J, Powell J, Taylor P, Grey M.; Public Health for the 21st Century, New Perspectives in Policy Participation and Practice (2nd ed.) Open University Press/McGraw Hill (2007) Chapters 14, 17, 18.
- Cohen, B. E., & Marshall, S. G. (2017). Does public health advocacy seek to redress health inequities? A scoping review. *Health & social care in the community*, 25(2), 309-328.
- Blenner, Sarah R., Cathy M. Lang, and Michael L. Prelip. "Shifting the culture around public health advocacy: Training future public health professionals to be effective agents of change." *Health Promotion Practice* 18.6 (2017): 785-788.

### **Websites and Other relevant resources**

- CDC - Brief 1: Overview of Policy Evaluation  
(<https://www.cdc.gov/injury/pdfs/policy/Brief%201-a.pdf>)
- CDC - Coverage and Access  
([https://www.cdc.gov/nchs/health\\_policy/coverage\\_and\\_access.htm](https://www.cdc.gov/nchs/health_policy/coverage_and_access.htm))
- CDC - Legislation, Regulations, and Policies  
(<https://www.cdc.gov/stltpublichealth/policy/legislation-regulation-policies.html>)
- Rychetnik L, Theory and methods: Criteria for evaluating evidence on public health interventions *JECH*, 2002;56(2) (<http://jech.bmj.com/content/56/2/119>)
- Gleeson DH, et al, Evaluating health policy capacity: Learning from international and Australian experience, *Australia and New Zealand Health Policy*, 2009;6:3  
(<https://anzhealthpolicy.biomedcentral.com/articles/10.1186/1743-8462-6-3>)
- American Public Health Association. Advocacy for Public Health. Accessed March 2022. <https://www.apha.org/policies-and-advocacy/advocacy-for-public-health>

**Expected study time:** 13 hours

### **Key words**

Health Policy, Implementation, Evaluation

## **Section 3 – Introduction to health policy and healthcare provision**

### **Learning Objectives and Outcomes**

#### **Objectives**

The specific section aims to introduce and analyse the concepts of health services and healthcare systems.

#### **Expected learning outcomes**

After the completion of this section, the students are expected to:

6. Critically appraise the different ideologies behind different health and social care systems in the developed and developing world.

#### **Teaching Material**

##### **Recorded Lectures**

- Recorded PowerPoint Presentation (Introduction to health policy and healthcare provision)

#### **Additional learning activities to complete**

- **Q&A Forum (Mandatory Activity):** Introduction to health policy and healthcare provision

#### **Additional Support Material**

##### **Bibliography**

- Folland S, Goodman AC and Stano M.; The economics of health and health care, Prentice Hall (1997) Chapter 22.

##### **Websites and Other relevant resources**

- CDC – Definition of Policy  
(<https://www.cdc.gov/policy/analysis/process/definition.html>)
- Sherry Glied, Steven M. Teutsch, Kakoli Roy, The Use of Economics in Informing U.S. Public Health Policy, American Journal of Preventive Medicine Special Edition, 2016 ([http://www.ajpmonline.org/issue/S0749-3797\(16\)X0013-X](http://www.ajpmonline.org/issue/S0749-3797(16)X0013-X))

**Expected study time:** 13 hours

**Key words**

Healthcare Systems, Social Care, Health Policy, Healthcare Provision.

## **Section 4 – Healthcare quality indicators**

### **Learning Objectives and Outcomes**

#### **Objectives**

The specific section aims to introduce and analyse the different healthcare quality indicators and the methodology for their development and application.

#### **Expected learning outcomes**

After the completion of this section, the students are expected to:

7. Relate and contrast the elements of quality in health care services and the use of available quality indicators.
8. Apply the Delphi technique for developing healthcare quality indicators

### **Teaching Material**

#### **Recorded Lectures**

- Recorded PowerPoint Presentation (Healthcare quality indicators)

#### **Additional learning activities to complete**

- **Discussion Forum:** Health Quality Indicators

### **Additional Support Material**

#### **Bibliography**

- Fried BJ, Gaydos LM; World Health Systems: Challenges and Perspectives, Second Edition (2nd ed.), Health Administration Press (2012) Chapter 2.

#### **Websites and Other relevant resources**

- OECD - Data for Measuring Health Care Quality and Outcomes  
(<http://www.oecd.org/els/health-systems/health-care-quality-indicators.htm>)
- US Agency for Healthcare Research and Quality  
(<https://qualityindicators.ahrq.gov/>)

- De Vos M, et al., Using quality indicators to improve hospital care: a review of the literature *Int J Qual Health Care*, 2009;21(2):119-129.
- Arah OA, et al., A conceptual framework for the OECD: Health Care Quality Indicators Project, *International Journal for Quality in Health Care*, 2006: 5–13
- Mainz J, Defining and classifying clinical indicators for quality improvement, *Int J Qual Health Care*, 2003; 15(6):523-530.
- Ramalho A, Castro P, Gonçalves-Pinho M, Teixeira J, Santos JV, Viana J, Lobo M, Santos P, Freitas A. Primary health care quality indicators: An umbrella review. *PLoS One*. 2019 Aug 16;14(8):e0220888.

**Expected study time:** 13 hours

**Key words**

Healthcare Quality Indicators, Healthcare Services, Delphi Technique.

## **Section 5 – Clinical audit and Clinical Governance**

### **Learning Objectives and Outcomes**

#### **Objectives**

The specific section aims to equip students with the knowledge and skills to perform a clinical audit and evaluate healthcare services provision through the perspective of clinical governance.

#### **Expected learning outcomes**

After the completion of this section, the students are expected to:

9. Perform and critically evaluate a clinical audit and apply the principles of clinical governance

#### **Teaching Material**

##### **Recorded Lectures**

- Recorded PowerPoint Presentation (Clinical Audit and Clinical Governance)

##### **Additional learning activities to complete**

- **Discussion Forum:** Clinical audit and governance; practical examples of the case-mix adjustment for the comparison of two countries or hospitals

#### **Additional Support Material**

##### **Bibliography**

- Fried BJ, Gaydos LM; World Health Systems: Challenges and Perspectives, Second Edition (2nd ed.), Health Administration Press (2012) Chapter 2.

##### **Websites and Other relevant resources**

- NHS England – Clinical Audit (<https://www.england.nhs.uk/ourwork/qual-clin-lead/clinaudit/>)
- RCGP – Clinical Audit (<https://qiready.rcgp.org.uk/resources/rcgp-quick-guide-clinical-audit/#.W2qr6VUzaUk>)

- The BMJ - Audit: how to do it in practice  
(<http://www.bmj.com/content/336/7655/1241>)
- HQIP – Clinical Audit Manual  
(<https://www.hqip.org.uk/resources/#.XErEZ1wzaUI>)
- Phillips CB, Pearce CM, Hall S, Travaglia J, de Lusignan S, Love T, Kljakovic M. Can clinical governance deliver quality improvement in Australian general practice and primary care? A systematic review of the evidence. Med J Aust. 2010 Nov 15;193(10):602-7.
- Tighe D, Sassoon I, Hills A, Quadros R. Case-mix adjustment in audit of length of hospital stay in patients operated on for cancer of the head and neck. Br J Oral Maxillofac Surg. 2019 Nov;57(9):866-872.

**Expected study time:** 13 hours

**Key words**

Clinical Audit, Clinical Governance

## **Section 6 – Health needs assessment and health policy priorities**

### **Learning Objectives and Outcomes**

#### **Objectives**

The specific section aims to equip students with the knowledge and skills for performing health needs assessment and setting health policy priorities.

#### **Expected learning outcomes**

After the completion of this section, the students are expected to:

10. Apply the methodology for determining health service needs, including participatory needs assessment, and perform prioritization in the context of justice and equity in health care provision.

### **Teaching Material**

#### **Recorded Lectures**

- Recorded PowerPoint Presentation (Health need assessment and health policy priorities)

#### **Additional learning activities to complete**

- **Discussion forum (Mandatory Activity):** Health needs assessment and health policy priorities

### **Additional Support Material**

#### **Bibliography**

- Folland S, Goodman AC and Stano M.; the economics of health and health care, Prentice Hall (1997) Chapters 5, 6.

#### **Websites and Other relevant resources**

- WHO - Community Health Needs Assessment  
([http://www.euro.who.int/data/assets/pdf\\_file/0018/102249/E73494.pdf](http://www.euro.who.int/data/assets/pdf_file/0018/102249/E73494.pdf))

- CDC - Community Health Assessment & Health Improvement Planning  
(<https://www.cdc.gov/stltpublichealth/cha/index.html>)
- CDC Public Health 101 - Introduction to Prevention Effectiveness  
(<https://www.cdc.gov/publichealth101/prevention-effectiveness.html>)
- CDC Public Health 101 - Introduction to Prevention Effectiveness  
(<https://www.cdc.gov/publichealth101/prevention-effectiveness.html>)
- HealthKnowledge - Participatory needs assessment  
(<https://www.healthknowledge.org.uk/public-health-textbook/research-methods/1c-health-care-evaluation-health-care-assessment/participatory-needs-assessment>)
- Rabarison KM, Economic Evaluation Enhances Public Health Decision Making,  
*Front Public Health*. 2015;3:164

**Expected study time:** 13 hours

**Key words**

Health Needs Priorities, Health Needs Assessment, Justice and Equity in Healthcare Provision.

## **Section 7 – Public health policy during periods of economic crisis and austerity**

### **Learning Objectives and Outcomes**

#### **Objectives**

The specific section aims to introduce and analyse the implications of periods of economic crises and austerity (particularly in developed societies) on public health policy.

#### **Expected learning outcomes**

After the completion of this section, the students are expected to:

11. Justify the role of health for the success of a country.
12. Apply the relationship of macroeconomics and health: The production function of health (relationship between health and economic outcomes (GDP)).
13. Critically analyse how the lack of resources in periods of economic crisis, recession, and austerity (particularly in developed societies may affect population health and influence the prioritization and strategic planning as regards public health policies.

#### **Additional learning activities to complete**

- **Webinar Session:** Public Health policy during periods of crises and austerity

#### **Additional Support Material**

##### **Bibliography**

- Rao PK. Government Austerity and Socioeconomic Sustainability (eBook), Springer (2015), Chapter 4.

##### **Websites and Other relevant resources**

- Jack, W. and Lewis, M., 2009. Health investments and economic growth. Washington, DC, World Bank, Policy Working Papers, 4877.  
(<http://siteresources.worldbank.org/EXTPREMNET/Resources/489960->

[1338997241035/Growth Commission Workshops Health Jack Lewis Presentation.pdf](#)

- Jack, W. and Lewis, M., 2009. Health investments and economic growth: Macroeconomic evidence and microeconomic foundations. Washington, DC: World Bank.
- Bloom, D.E., Canning, D. and Sevilla, J., 2004. The effect of health on economic growth: a production function approach. *World development*, 32(1), pp.1-13.
- Amartya Sen. "Mortality as an indicator of Economic Success and Failure" *The Economic Journal* 1998; 108: 1-25. Ref: Vicente Ortun Presentation GHLF 2009
- Wilkinson, Richard, and Kate Pickett. "The spirit level." Why equality is better for (2010).
- WHO Europe – Health and well-being in times of austerity ([http://www.euro.who.int/data/assets/pdf\\_file/0003/166386/RD-presentation-Health-and-well-being-in-times-of-austerity.pdf](http://www.euro.who.int/data/assets/pdf_file/0003/166386/RD-presentation-Health-and-well-being-in-times-of-austerity.pdf))
- IMF – Health in a Time of Austerity (<http://www.imf.org/external/pubs/ft/fandd/2017/09/laxminarayan.htm>)
- WHO Europe - Health policy responses to the financial crisis in Europe (<http://www.euro.who.int/en/data-and-evidence/evidence-informed-policy-making/publications/2012/health-policy-responses-to-the-financial-crisis-in-europe>)
- WHO Europe: Economou C, Kaitelidou D, Kentikelenis A, Sissouras A, Maresso A. Case Study: The impact of the financial crisis on the health system and health in Greece. ([http://www.euro.who.int/data/assets/pdf\\_file/0007/266380/The-impact-of-the-financial-crisis-on-the-health-system-and-health-in-Greece.pdf](http://www.euro.who.int/data/assets/pdf_file/0007/266380/The-impact-of-the-financial-crisis-on-the-health-system-and-health-in-Greece.pdf))
- Parmar D, Stavropoulou C, Ioannidis JP. Health outcomes during the 2008 financial crisis in Europe: systematic literature review. *BMJ*. 2016 6;354:i4588. (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5013230/>)
- Quaglio G, Karapiperis T, Van Woensel L, Arnold E, McDaid D. Austerity and health in Europe. *Health Policy*. 2013;113(1-2):13-9. (<http://www.sciencedirect.com/science/article/pii/S0168851013002303>)

- Cylus J, Mladovsky P, McKee M. Is there a statistical relationship between economic crises and changes in government health expenditure growth? An analysis of twenty-four European countries. *Health Serv Res.* 2012;47(6):2204-24. (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3523372/>)
- Benatar SR, Gill S, Bakker I. Global health and the global economic crisis. *Am J Public Health.* 2011;101(4):646-53. (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3052329/>)
- Mucci N1, Giorgi G2, Roncaioli. The correlation between stress and economic crisis: a systematic review. *Neuropsychiatr Dis Treat.* 2016;12:983-93. (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4844458/>)
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- Kentikelenis A, Karanikolos M, Reeves A, McKee M, Stuckler D. Greece's health crisis: from austerity to denialism. *Lancet.* 2014;383(9918):748-53. ([http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(13\)62291-6/fulltext](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(13)62291-6/fulltext))
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- Borisch B. Public health in times of austerity. *Journal of Public Health Policy.* 2014;35( 2): 249–257 (<https://link.springer.com/article/10.1057/jphp.2014.7>)
- Hunter DJ. Meeting the public health challenge in the age of austerity. *J Public Health (Oxf).* 2010;32(3):309. (<https://academic.oup.com/jpubhealth/article/32/3/309/1556546/Meeting-the-public-health-challenge-in-the-age-of#>)

- Bonovas S1, Nikolopoulos G. High-burden epidemics in Greece in the era of economic crisis. Early signs of a public health tragedy. *J Prev Med Hyg.* 2012;53(3):169-71.
- Karanikolos M, Mladovsky P, Cylus J, et al, Financial crisis, austerity, and health in Europe. *Lancet.* 2013;381(9874):1323-31.
- Lopez-Valcarcel BG, Barber P. Economic Crisis, Austerity Policies, Health and Fairness: Lessons Learned in Spain. *Appl Health Econ Health Policy.* 2017 Feb;15(1):13-21.

**Expected study time:** 13 hours

**Additional activity:** Webinar

**Key words**

Public Health Policy, Economic crisis, Recession, Austerity, Population health.

## **Section 8 – Principles of health management and leadership**

### **Learning Objectives and Outcomes**

#### **Objectives**

The specific section aims to introduce health management and leadership, in the context of Public Health and Healthcare.

#### **Expected learning outcomes**

After the completion of this section, the students are expected to:

14. Critically evaluate the application of the main principles, theories, and models of effective management and leadership to Public Health and implementation of health policy.
15. Critically evaluate the application of the main principles of delegation, negotiation, influencing, power, authority, role, and conflict in a health management context.
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
17. Critically evaluate the application of theories and methods of effective written and oral communication in a health management context.

#### **Teaching Material**

##### **Recorded Lectures**

- Recorded PowerPoint Presentation (Principles of health management and leadership)

##### **Additional learning activities to complete**

- **Webinar session:** Discussion based on three scenarios: leadership, management/governance, and negotiation/mediation skills

##### **Additional Support Material**

## Bibliography

- Buchbinder SB, Shanks NH; Introduction to Health Care Management (3rd ed.), Jones & Bartlett Learning (2016), Chapters 2, 3.
- Denis, Jean-Louis, and Nicolette van Gestel. "Medical doctors in healthcare leadership: theoretical and practical challenges." *BMC health services research* 16.2 (2016): 45-56.
- Popescu, Gheorghe H., and Vlad Predescu. "The role of leadership in public health." *American Journal of Medical Research* 3.1 (2016): 273.

## Websites and Other relevant resources

- WHO - The Health Manager's Website (<http://www.who.int/management/en/>)
- Management Sciences for Health (<http://www.msh.org/home>)
- WHO - Strengthening management capacity (<http://www.who.int/management/strengthen/en/>)
- Koh HK, Jacobson M. Fostering public health leadership, *J Public Health (Oxf)*, 2009;31(2): 199-201.  
(<https://academic.oup.com/jpubhealth/article/31/2/199/1540854/Fostering-public-health-leadership>)
- Yphantides N, et al., Leadership in Public Health: New Competencies for the Future, *Front Public Health*. 2015;3: 24  
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- Saleh SS, Evaluating the Effectiveness of Public Health Leadership Training: The NEPHLI Experience, *Am J Public Health*. 2004; 94(7): 1245–1249.  
(<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1448428/>)

## Online videos

- Online video (Virtual Staff College - Margaret Wheatley Leadership for change programme), (<https://www.youtube.com/watch?v=gQ33O5S2-LI&feature=youtu.be>)

**Expected study time:** 13 hours

**Key words**

- Health Management, Health Leadership.

## **Section 9 – Developing personal management and leadership skills**

### **Learning Objectives and Outcomes**

#### **Objectives**

The specific section aims to equip students with effective personal management and leadership skills.

#### **Expected learning outcomes**

After the completion of this section, the students are expected to:

18. Demonstrate effective personal management skills (e.g. time management, coping with acute stress, managing meetings).
19. Demonstrate effective leadership skills {e.g. teamwork (e.g. flexibility), advance communication skills (e.g. dealing with conflict), integrity, and managing change (e.g. planning)}.

#### **Teaching Material**

##### **Recorded Lectures**

- Recorded PowerPoint Presentation (Developing effective personal management skills)
- Recorded PowerPoint Presentation (Develop effective leadership skills)

##### **Additional learning activities to complete**

- **Webinar Session:** Healthcare Operation Management and quality improvement

#### **Additional Support Material**

##### **Bibliography**

- Buchbinder SB, Shanks NH; Introduction to Health Care Management (3rd ed.), Jones & Bartlett Learning (2016), Chapters 2, 3, 4, 5, 13.

#### **Websites and Other relevant resources**

- HealthKnowledge - Personal management skills (e.g. Managing: time, stress, difficult people, meetings) (<https://www.healthknowledge.org.uk/public-health-textbook/organisation-management/5a-understanding-itd/personal-management-skills>)
- WHO - Leadership and Management ([http://www.who.int/hiv/pub/imai/om\\_10\\_leadership\\_management.pdf?ua=1](http://www.who.int/hiv/pub/imai/om_10_leadership_management.pdf?ua=1))
- AL-Dossary R, Kitsantas P, Maddox PJ. The impact of residency programs on new nurse graduates' clinical decision-making and leadership skills: a systematic review. Nurse Educ Today. 2014 Jun;34(6):1024-8.

**Expected study time:** 13 hours

**Key words**

Personal Management Skills, Personal Leadership Skills.

## **Section 10 – Healthcare Quality Improvement and Operations Management**

### **Learning Objectives and Outcomes**

#### **Objectives**

The aim of the course is to make the students familiar with the basic concepts, methods and techniques of health service operations management and to enable them to apply these concepts in the context of Public Health.

#### **Expected learning outcomes**

After the completion of this section, the students are expected to:

20. Apply concepts and subjects such as Healthcare Operations Management, Quality Improvement and Performance measurement in the context of Public Health.
21. Evaluate different operations management initiatives (i.e. Lean, Six Sigma) used in health organisations to improve their services, and analyse the challenges of healthcare organisations in managing their processes and implementing quality improvement initiatives.

#### **Additional learning activities to complete**

- **Discussion Forum:** Healthcare operation management weaknesses and strengths in the students' country
- **Webinar Session:** Operation management and quality improvement

#### **Additional Support Material**

##### **Bibliography**

- Orme J, Powell J, Taylor P, Grey M.; Public Health for the 21st Century, New Perspectives in Policy Participation and Practice (2nd ed.) Open University Press/McGraw Hill (2007) Chapters 7.
- Vissers and Beech. Health Operations Management. Patient Flow Logistics in Healthcare. Routledge, London, 2005. ISBN13 978-0-415-32396-3

- Fitzsimmons and Fitzsimmons. Service Management: Operations, Strategy, Information Technology. McGraw-Hill International Edition, New York, 8th edition, 2014. ISBN 978-1-25901065-1.
- Karrupan, Dunlap and Waldrum. Operations Management in Healthcare: Strategy and Practice. Springer Publishing Company, New York, 1st edition 2016. ISBN-10: 0826126529
- Buchbinder SB, Shanks NH; Introduction to Health Care Management (3rd ed.), Jones & Bartlett Learning (2016), Chapters 3, 4, 7, 11.

### **Websites and Other relevant resources**

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(<https://onlinelibrary.wiley.com/doi/10.1002/9781118785317.weom100249>)
- Davies, C. and Walley, P., 2000. Clinical governance and operations management methodologies. International Journal of Health Care Quality Assurance, 13(1), pp.21-26.
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- Morton, A. and Cornwell, J., 2009. What's the difference between a hospital and a bottling factory?. Bmj, 339, p.b2727.
- Berry, L.L. and Bendapudi, N., 2007. Health care: a fertile field for service research. Journal of Service Research, 10(2), pp.111-122.
- CDC - Performance Management and Quality Improvement  
(<https://www.cdc.gov/stltpublichealth/performance/journey.html>)
- PHF - Performance Management  
([http://www.phf.org/focusareas/performancemanagement/Pages/Performance\\_Management.aspx](http://www.phf.org/focusareas/performancemanagement/Pages/Performance_Management.aspx))
- PHF - Performance Management Toolkit  
([http://www.phf.org/focusareas/performancemanagement/toolkit/Pages/Performance\\_Management\\_Toolkit.aspx](http://www.phf.org/focusareas/performancemanagement/toolkit/Pages/Performance_Management_Toolkit.aspx))

- PHF - Performance Management Applications in Public Health  
([http://www.phf.org/resourcestools/Pages/Performance\\_Management\\_Applications\\_Public\\_Health.aspx](http://www.phf.org/resourcestools/Pages/Performance_Management_Applications_Public_Health.aspx))
- Chapman RW, Beitsch L, Performance Management Systems: A Public Health Model Practice, *Journal of Public Health Management & Practice*, 2017; 23(3): 311–314  
([http://journals.lww.com/jphmp/Citation/2017/05000/Performance\\_Management\\_Systems\\_A\\_Public\\_Health.12.aspx](http://journals.lww.com/jphmp/Citation/2017/05000/Performance_Management_Systems_A_Public_Health.12.aspx))

**Expected study time:** 13 hours

**Key words**

Healthcare Operations management, Continuous Improvement, Process management, Performance Management, Goals and Objectives.

## **Section 11 – Change management**

### **Learning Objectives and Outcomes**

#### **Objectives**

The specific section aims to introduce the concept of change management and analyse the main principles of behavioural change in the context of Public Health and Healthcare.

#### **Expected learning outcomes**

After the completion of this section, the students are expected to:

22. Analyse the main principles of behavioural change in individuals, groups, and organizations and critically evaluate frameworks of change management.

### **Teaching Material**

#### **Recorded Lectures**

- Recorded PowerPoint Presentation (Change Management)

#### **Additional learning activities to complete**

- Q&A Forum

### **Additional Support Material**

#### **Bibliography**

- Buchbinder SB, Shanks NH; Introduction to Health Care Management (3rd ed.), Jones & Bartlett Learning (2016), Chapters 3, 7, 11, 18.

#### **Websites and Other relevant resources**

- HealthKnowledge - Change Management  
(<https://www.healthknowledge.org.uk/teaching/change-management>)
- The Monieson Centre - Change Management in Healthcare Literature Review  
([https://smith.queensu.ca/centres/monieson/knowledge\\_articles/files/Change%20Management%20Literature%20Review.pdf](https://smith.queensu.ca/centres/monieson/knowledge_articles/files/Change%20Management%20Literature%20Review.pdf))

20Management%20in%20Healthcare%20-%20Lit%20Review%20-%20AP%20FINA  
L.pdf)

- The King's Fund - Transforming the delivery of health and social care: The case for fundamental change  
(<https://www.kingsfund.org.uk/publications/transforming-delivery-health-and-social-care>)
- WHO - Managing Change in the NHS  
(<http://www.who.int/management/makinginformeddecisions.pdf>)
- Thompson JM, Understanding and managing organizational change: implications for public health management, *J Public Health Manag Pract.* 2010;16(2):167-73

**Expected study time:** 13 hours

**Key words**

Change Management, Principles of Behavioural Change.

## **Section 12 – How to effectively manage disease prevention programmes: primary and secondary prevention, health promotion and protection**

### **Learning Objectives and Outcomes**

#### **Objectives**

The specific section aims to train students on how to apply acquired management and leadership skills for effectively managing disease preventive programmes, involving primary and secondary disease prevention, as well as health promotion and protection.

#### **Expected learning outcomes**

After the completion of this section, the students are expected to:

23. Effectively manage health promotion, health protection and health care programmes, at all levels of prevention (programmes involving individual education and lifestyle modification, programmes involving wider determinants, such as environmental, social, and cultural modification, programmes involving early disease detection (i.e. screening programmes, programmes involving health protection from infectious conditions (e.g. immunization), and programmes involving health protection).

### **Teaching Material**

#### **Recorded Lectures**

- Recorded PowerPoint Presentation (How to effectively manage disease prevention programmes: primary and secondary prevention, health promotion and protection)

#### **Additional learning activities to complete**

- **Discussion Forum:** Give examples of primary and secondary prevention programs in your country

### **Additional Support Material**

## **Bibliography**

- Orme J, Powell J, Taylor P, Grey M.; Public Health for the 21st Century, New Perspectives in Policy Participation and Practice (2nd ed.) Open University Press/McGraw Hill (2007) Chapters 15, 17.

## **Websites and Other relevant resources**

- WHO - The Health Manager's Website (<http://www.who.int/management/en/>)
- WHO - Management of community health services (<http://www.who.int/management/community/en/>)
- WHO - Management of health programmes (<http://www.who.int/management/programme/en/>)
- HSE - Managing for health and safety (<http://www.hse.gov.uk/managing/>)
- HSE - Leading health and safety at work (<http://www.hse.gov.uk/leadership/>)
- GOV.UK - Managing common infections: guidance for primary care (<https://www.gov.uk/government/publications/managing-common-infections-guidance-for-primary-care>)

**Expected study time:** 13 hours

## **Key words**

Effective Management, Disease Prevention Programmes, Health Promotion, Health Protection

## **Section 13 – How to effectively manage Healthcare systems and services**

### **Learning Objectives and Outcomes**

#### **Objectives**

The specific section aims to train students on how to apply acquired management and leadership skills for effectively managing Healthcare systems and services.

#### **Expected learning outcomes**

After the completion of this section, the students are expected to:

24. Demonstrate the ability of applying management and leadership skills for effectively managing healthcare systems and for the organization of effective provision of health services in the population.

### **Teaching Material**

#### **Recorded Lectures**

- Recorded PowerPoint Presentation (Leadership for healthcare professionals)

#### **Additional learning activities to complete**

- **Webinar Session:** Leadership for healthcare professionals

### **Additional Support Material**

#### **Bibliography**

- Buchbinder SB, Shanks NH; Introduction to Health Care Management (3rd ed.), Jones & Bartlett Learning (2016), Chapters 2, 3.

#### **Websites and Other relevant resources**

- WHO - The Health Manager's Website (<http://www.who.int/management/en/>)
- WHO - Management of quality of care (<http://www.who.int/management/quality/en/>)

- WHO - Management for health services delivery  
(<http://www.who.int/management/newitems/en/index1.html>)
- WHO - Management of resources and support systems  
(<http://www.who.int/management/resources/en/>)
- WHO - Management of health facilities  
(<http://www.who.int/management/facility/en/>)
- WHO - Management of health facilities: Hospitals  
(<http://www.who.int/management/facility/hospital/en/>)
- WHO - Readings for a new hospital manager  
(<http://www.who.int/management/readingshospital/en/index2.html>)
- WHO - Health Systems Strengthening Glossary  
([http://www.who.int/healthsystems/hss\\_glossary/en/](http://www.who.int/healthsystems/hss_glossary/en/))
- The King's Fund - Leadership and leadership development in health care  
(<https://www.kingsfund.org.uk/publications/leadership-and-leadership-development-health-care>)
- GOV.UK - Better leadership for tomorrow: NHS leadership review  
(<https://www.gov.uk/government/publications/better-leadership-for-tomorrow-nhs-leadership-review>)
- NHS Leadership Academy - Healthcare Leadership Model: Helping you to become a better leader (<http://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/>)
- The Health Foundation - Research and Analysis on NHS Funding and Finances  
(<http://www.health.org.uk/collection/research-and-analysis-nhs-funding-and-finances>)

**Expected study time:** 13 hours

**Key words**

Effective Management, Disease Prevention Programmes, Healthcare Systems, Health Services.

## **Assessment**

This course is assessed via a combination of attendance and participation in webinars and mandatory interactive activities (comprising 10% of total course marks), coursework (comprising 30% of total course marks) and a final comprehensive examination (comprising 60% of total course marks). In addition, the students will have the opportunity to undergo formative assessment, as a means of familiarising with the summative examination, as well as evaluating their performance in the course and receiving feedback from the course's tutor(s).

### **Participation and engagement in webinars and mandatory interactive activities**

The Participation Grade will constitute 5% of the *total course marks* and will be awarded based on i) webinar attendance and participation and ii) participation in five (5) learning activities. Participation includes active engagement in synchronous activities, such as webinars, and online chats; and/or successful completion of mandatory in-course interactive activities, such as discussion fora, Q&A fora, short quizzes and problem-solving scenarios. The mandatory interactive activities that will be used for this course are clearly stated under each section of this study guide.

### **Coursework**

The MPH-522 course comprises of the following 2 coursework components:

- 3 short essays (Public Health outputs) (15% of *total course marks*)
- 1 mini project on health management and leadership (20% of *total course marks*)

Detailed information and guidelines on the above coursework components will be uploaded on the course's Moodle page. All course work will be submitted via Moodle and marks will be communicated to students electronically.

### **Final Examination**

The MPH-522 final examination is a comprehensive exam assessing the specific learning outcomes (LOs) from all courses. Since the exam is constructed explicitly based on the course's learning outcomes, students are strongly advised to follow an LO-driven approach while revising and preparing for the final examination. Students should be expected to be able to answer a given question on any LO covered during the course.

The final examinations will be completed online using electronic invigilation software.

### **Formative quiz and feedback**

Students will have the opportunity to attempt a formative quiz, which although not contributing to the course's total marks (i.e. formative), is compulsory. The purpose of the formative quiz is for students to: (a) evaluate their performance and understanding/assimilation of the learning material up to the point of the quiz; (b) familiarize themselves with the level and format of the course's exams; and (c) receive valuable feedback from the course tutor(s) on their performance, as well as guidance on how to improve. The formative quiz will be conducted via Moodle.

### **Self-assessment exercises**

SBA1: Stakeholder consultation is a crucial part of planning any new public health intervention. To drive an effective stakeholder engagement strategy, stakeholders will need to be prioritised in order of their interest and power or influence.

What level of engagement would be most appropriate for stakeholders with a high level of power & influence, but low interest in the intervention?

- A. Exclude due to confidentiality issues
- B. Inform via newsletters or website links
- C. Involve in decision making bodies

D. Make use of interest in low risk areas

**E. Meet their needs**

SBA2: Health systems have regularly undergone restructuring. Public health practitioners can apply change management skills to help improve the quality, efficiency and value of healthcare services, with the aim of improving population health.

What is a typical example of a type of change management?

A. Circular change

**B. Incremental change**

C. Radical change

D. Real change

E. Superficial change

SBA 3:

(a) Please read the reference paper and try to answer the question:

Reference paper: Sen, A. (1998). "Mortality as an indicator of Economic Success and Failure." The Economic Journal 108: 1-25.

Question: Why Sen considers that mortality is an "economic" indicator at macroeconomic level?

(b) Please, write a short essay (three - four paragraphs, less than 200 words) on the subject:

"Does health promotes economic growth? Arguments and evidence